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ABSTRACT

Materials contained in the 16 volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for career program delivery. This procedural handbook, one of three support functions guides in the series, is designed for use by individuals involved in planning, conducting, and evaluating staff development programs. In the planning aspect of the handbook, identifying needs, developing goals and objectives, organizing the workshop, providing program publicity, and overviewing workshop planning are discussed. Information on arranging a workshop, greeting workshop participants, opening the workshop, and dismantling the workshop is provided in the section concerning conducting a workshop. Guidelines for evaluating a workshop and sample inservice program activities are also presented. A list of ideas and suggested roles for various populations involved with a career guidance program is provided. Career guidance program staff competencies and several staff development and staff survey questionnaires are appended. (TA)

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RESEARCH AND DEVELOPMENT 118 D1

CAREER GUIDANCE, COUNSELING, PLACEMENT,
AND FOLLOW-THROUGH PROGRAM FOR RURAL SCHOOLS

Staff Development

A Procedural Guide for the Development and Implementation
of a Competency Based Training Program for Faculty and Staff

Valija Axelrod
Harry N. Drier
Karen S. Kimmel
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FOREWORD

The emphasis of staff development in the *Rural America Series* differs from most traditional efforts because attention is focused on assisting *all* individuals involved in any way with delivering a career guidance program. Staff development leaders need new and expanded ways of providing opportunities for all personnel to grow. A staff development program should not attempt to shape or fit individuals into a prescribed mold, but should act upon the identified needs of the individual. The procedures described in this handbook can be readily adapted for use in staff development efforts by all rural schools.

These materials could not have been developed without the assistance of many persons. Special appreciation is extended to John E. Meighan, Director of the Tri-County Career Development Program, Nelsonville, Ohio, and Samuel C. Heady, Assistant Program Director, for setting up a development workshop which was attended by the program's eight career development coordinators including:

Richard G. Bowman
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Barbara Wolfe

The creativity of these people is especially reflected in Chapters VI and VII.

Center staff members whose dedication to providing practicality and quality to this handbook are Valija Axelrod, Harry N. Drier, Karen S. Kimmel, Mary Korfhage, and Karin S. Whitson.

We hope you find this handbook to be practical and useful.

Robert E. Taylor
Director

CAREER GUIDANCE, COUNSELING, PLACEMENT, AND FOLLOW-THROUGH PROGRAM FOR RURAL (SMALL) SCHOOLS

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CHAPTER I

INTRODUCTION

The ongoing preparation of staff members (teachers, counselors, parents, community members, and students) for their expanded roles and responsibilities is vital to the success of a career guidance program. Staff development is key to any effort designed to effect program change.

This handbook was developed in response to the need for direction in planning and conducting in-service education programs. It is intended primarily for those responsible for the staff development element of a career guidance program, especially at the local school district level.

There are three major assumptions which guided the development of the handbook:

1. The local school administration and board of education are committed to implementing a career guidance program in the school district. (See *Planning and Implementation Handbook* in this series.)

2. A coordinator and planning committee for the career guidance program have been or will be appointed to direct the program and provide overall program leadership.

3. A staff development leader and staff development committee have been or will be selected to plan, organize, conduct, evaluate, and follow up in-service programs.

Staff Development Leadership

The staff development committee should be a representative group that is small enough in number to be workable and yet provide a cross section of community members and school personnel. A suggested committee would consist of a committee leader who may be a career development coordinator, a counselor, or a person in a comparable position; teachers representing each level, (i.e., elementary, junior high or middle school, and senior high school); and administrative representative; and three community members who may be parents and/or business and industry representatives.

Regardless of the size of the community, there will, in all likelihood, be a shortage of persons with expertise in the field of career guidance as well as in areas supportive of career guidance. Several school districts, whether they have formal career guidance programs or not, could cooperate to help expand the number of persons available to aid in staff development efforts.

The staff development committee leader may need help in providing ongoing in-service to staff. A cadre of trained staff can be used for this purpose. One portion of the cadre would be designated as building staff development leaders. One individual from each building would be selected as the person responsible for making sure each school receives the necessary in-service based upon the needs of staff in that building. The district staff development leader would be able to meet with each of the building people on an ongoing basis and train them in the career guidance program processes. The building representatives would in turn go back to their schools and train the staff there. By conducting staff development programs in this manner, the district staff development leader would save time by not having to make contact with each building.

Another portion of the cadre could be made up of staff members who are competent in various teaching methods such as simulation, role playing, or use of particular career guidance materials. Once these staff members are identified, they could be used on a periodic basis to in-service other staff.

The members of the cadre could be selected by using various techniques. A survey form could be administered to each staff member in the district. This questionnaire would ask whether the person is interested in taking a leadership position, what types of skills he/she already possess, what career guidance activities he/she has been involved in, etc.

After initial screening has taken place through analyzing the survey results, additional information should be sought to help in final selection. Classroom observation or talking with the individual would enable the person making selection to determine various personal characteristics (leadership, creativity, etc.) of the one being considered.

Another way of selecting a building staff development leader is to ask the principal and perhaps staff members for their recommendations.

State universities or local colleges are other sources of staff development personnel.

Staff Development Overview

The expansion of career guidance in a local school district brings a new set of needs on the part of all staff. The need for staff development will be easily identified not only among professional educators, but also among the community leaders, parents, and students who will be involved in the planning and implementation of the career guidance program. The willingness of these staff members to perform depends on the degree to which they understand and are enthusiastically committed to the program and on their confidence in their skills or abilities. It is these factors which introduce the need for staff development.

Input from those who will be served by a staff development program is essential to the success of that program. In order to establish goals and objectives for a particular staff development program, the planners must be aware of what the staff members feel are their needs. A list of competencies required by staff may facilitate identification of staff needs (Appendix A). Staff members may discover, upon looking over the list of competencies, that they already possess some of the required competencies and need to acquire others.

When the staff development needs have been established, they can be translated into goals and objectives for in-service education. Once this has been accomplished, the search for resources and methods for obtaining the goals will begin.

Staff development can be obtained individually or conducted in small and large group sessions.

The staff development leader may need to contact individuals on a one-to-one basis in order to provide in-service education. This situation is likely to arise when the career guidance program is in the developmental stages and release time from regular job responsibilities for staff has not been arranged. Further, the one-to-one approach can be helpful when an indivudal staff member needs special assistance.

Small group sessions are useful for teaching a limited number of individuals the knowledge and skills required for accomplishing a certain task. Sometimes small group sessions are designed to meet shared needs of an identifiable group of individuals.

Large group sessions are used for presenting information to a large number of individuals. Efficiency in terms of cost and time is a prime consideration in selecting this approach. Frequently, orientation to career development and to the career guidance program is presented in large group sessions.

Existing instructional and audiovisual materials can be used to facilitate any of the above approaches. Existing instructional materials include programmed instruction which can be made available for use by staff members. For descriptions of materials which have been produced for use in staff development, see the companion publication in this series *Career Guidance Resources.*

The medium of audiovisual materials has come to the fore as an instructional technique in recent years. These materials (e.g., filmstrip, slide-tape, and video tape) can be effectively incorporated into any staff development session.

Colleges and universities frequently offer extension courses which can be effective in meeting staff development needs. They are frequently more structured and formal than other types of programs and can be time consuming for the participants. However, they may also provide an excellent opportunity for staff to update and enhance old skills and develop new ones. These services are sometimes designed in response to requests and may be offered at a local school site.

> A consensus is not reached in the literature regarding the optimum format for in-service education. Scheduling, duration, and amount and type of structure in the program vary in both recommendations and practice (Ganschow, et al., 1973).

However, it is obvious from this decision that regardless of particular staff deveopment needs, there is an abundance of resources and methods for use in meeting those needs. "Each situation (in-service) is completely different, and those items that meet the needs for a particular location . . . should be considered" (Washington State, 1973). The unique qualities of the rural community as described in this series companion document *State of the Art Review* must also be taken into consideration in the staff development planning process.

Workshops are probably the most commonly used staff development medium today. Among workshops, a certain amount of diversity exists. They may be conducted for one day or for as many days as are necessary. They may be conducted by internal resource persons or consultants obtained externally. They may be directed at a multi-segmented population (e.g., administrators, teachers, counselors, and parents) or at one small specific segment of a population (e.g., junior high school counselors). Effective in-service workshops require advance planning and coordination of facilities, schedules, budget, resources, time, and personnel. They also have the potential for being extremely successful in effecting change.

About This Handbook

Chapters II, III, and IV are designed to assist individuals responsible for staff development in planning, conducting, and evaluating staff development workshops. The procedures described could be adapted for use in other staff development efforts or in developing the staff development program as a whole. The remaining chapters present a variety of suggested in-service ideas. Chapter V identifies a number of staff development topics and related activities based upon program process and support components. A unique in-service application which uses students as in-service leaders is presented in Chapter VI. Suggested roles and responsibilities of various publics involved in the career guidance program and workable ideas for providing in-service education are provided in Chapter VII.

CHAPTER II

PLANNING STAFF DEVELOPMENT WORKSHOPS

Identifying Needs

An in-service education program should consist of systematic efforts designed to promote the growth and development of all personnel who have the responsibility for delivering a comprehensive career guidance program. The need for staff development stems from the answer to the question: "Do we have the knowledge and skills to deliver a comprehensive career guidance program to our students?" The term *competencies* will be used to mean the knowledge and skills necessary for delivering an effective career guidance program.

Determination of the nature and scope of local needs for staff development is prerequisite for any systematic planning effort.

In-service workshops should be based on identified needs of the group to be involved. This type of information is required in order that orientation and skill-building workshops can be closely attuned to the actual needs of staff.

General staff needs can be assessed through the use of open-ended questions or it may be useful to provide semistructured responses. An example of this type of questionnaire is presented in Exhibit 1 and Appendix B.

This initial staff development needs assessment is likely to reveal a lack of knowledge and understanding of career development concepts and the makings of plus the responsibilities of a career guidance program. Therefore, early in-service efforts may need to be directed to general career development and guidance program orientation.

Exhibit 1

STAFF DEVELOPMENT QUESTIONNAIRE
(SAMPLE QUESTIONS)

1. What skills do you feel you need to develop in order to work effectively in a career guidance program?

   - Methods or techniques for classroom activities
   - Individual and/or group career guidance lesson planning
   - Assessing students', communities', teachers' needs
   - Other

2. What topics do you feel are important to cover in-service education sessions for the career guidance program?

   - State and national career guidance models
   - Career guidance materials
   - Career guidance resources
   - Other

3. What techniques do you feel are most valuable for in-service programs?

   - Role playing
   - Small group activities
   - Large group discussions
   - Case studies
   - Other

The staff needs assessment process (formal and informal) is viewed as ongoing. It assures that all relevant needs are identified and used as inputs to the development of the in-service workshops. There are several sources which can be tapped to determine areas of staff competence and areas in which further skill development is required.

A comprehensive assessment effort should address the following groups: administrators, counselors, teachers, parents, community members, and students. Due to the differences and commonalities in competencies required by the various groups in carrying out their roles and responsibilities in the many phases of the career guidance program, these assessments would differ in scope and treatment. However, the process involved in conducting the assessment would be the same. The steps to be followed in conducting a staff development needs assessment are:

1. Prepare statements of needed staff competencies,
2. Conduct a survey to determine perceived needs,
3. Establish desired levels of staff competencies,
4. Determine actual level of staff competence,
5. Compare actual status with desired levels, and
6. Assign priorities to staff development needs.

(For detailed procedures that could apply to staff development see the *Career Development Needs Assessment Handbook* in this series.)

In-service programs for staff members will focus on the development of competency in tasks that are frequently new to them. Although many competencies required for implementing career guidance will be the same for all, some competencies are unique to specific groups of individuals and/or specific phases of program development. A suggested list of competencies required for various phases of career guidance program development is presented in Appendix A. This list is by no means comprehensive in scope. An example of an instrument which can be used to assess staff competency is presented in Appendix C. Similar questionnaires can be developed to assess the needs of other populations based on the established staff competencies. Sample questions are provided in Exhibit 2.

Exhibit 2

SAMPLE SURVEY QUESTIONS

Importance							Need for In-Service				
None	Little	Some	Much	Great			None	Little	Some	Much	Great
1	2	3	4	5	1.	Ability to help teachers integrate career development into the curriculum.	1	2	3	4	5
1	2	3	4	5	2.	Knowledge of effective public relations techniques.	1	2	3	4	5
1	2	3	4	5	3.	Ability to write measurable objectives for the career guidance program.	1	2	3	4	5

The staff development leader and his/her committee should assume the major responsibility for assessing local in-service needs. They should (1) design and distribute the assessment instruments to the appropriate target populations, (2) tally the results, and (3) provide feedback to all involved.

The in-service needs for the rural career guidance program staff will be based on the results of these assessments. Note however, that additional assessments will be necessary as the program progresses. The completion of the needs assessment phase leads to the next step of planning staff development workshops.

Developing Goals and Objectives

The success of any in-service program is due in large part to clearly stated goals and objectives. Goals and objectives define parameters, establish direction, give purpose, and provide the basis for selecting appropriate learning activities for staff development workshops. (Refer to the *Behavioral Objectives Handbook* in this series.)

The staff development committee will establish goals and objectives based on the competencies needed by staff members in order to perform effectively in their roles. The input of potential workshop participants is important in establishing workshop goals. They, better than anyone else, know the strengths, weaknesses and needs. They are, therefore, well equipped to provide direction in formulating workshop goals and objectives. Sample goals and objectives for in-service workshops are presented in Exhibit 3.

Exhibit 3

SAMPLE IN-SERVICE GOALS AND OBJECTIVES

Goal 1.	To understand the purpose of a comprehensive career guidance program.	
	Objective 1.	To name at least three reasons for instituting a career guidance program in the school.
	Objective 2.	To identify the major components of a comprehensive career guidance program following a presentation by the workshop leader.
Goal 2.	To use a variety of career guidance and counseling strategies to stimulate and motivate all students.	
	Objective 1.	To develop a plan for a field trip site visit including all necessary arrangements up to and including the day of the trip.
	Objectives 2.	To design a lesson which incorporates career developments goals, objectives and needs into a specified subject-matter area for a selected grade level.

Organizing the Workshop

The staff development workshop should be designed to achieve stated objectives. The staff development committee must further make decisions in response to the following questions:

Who??? What??? Where??? When??? Why—We know why!!! How???

Who???

The question, "who?" concerns not only the workshop participants but also the workshop leaders. The different roles and responsibilities and, therefore, different needs of potential workshop participants must be considered in planning the workshop program.

A decision needs to be made whether the workshop is to meet the needs of administrators, counselors, teachers, parents, students, or community members. Budget, time, and space constraints may restrict serving all of these populations at one time. It is possible that only one or a few of these groups may be served first.

Often the expertise for conducting successful ongoing staff development programs is found within the local school district itself. It is suggested that internal resource persons be identified, trained and used whenever possible because participants often feel more comfortable with a person whom they already know and are, therefore, more free to respond.

The staff development leader may need help in providing ongoing in-service to staff.

The staff development committee should compile a record of potential workshop leaders. For each individual, this record should include

1. the individual's name
2. where he/she can be contacted,
3. area of expertise,
4. qualifications,
5. past use, and
6. agency affiliation.

This information could be kept on a 3" x 5" card on which comments and evaluative remarks may be added.

The members of the staff development committee may also wish to take an active role in conducting workshop activities.

What???

Materials and other resources are important to consider in workshop planning. Articles, books, and other materials will need to be obtained prior to the beginning of the in-service program. Some materials may have to be reproduced for distribution to all workshop participants.

Audiovisual materials are very effective in workshop presentations. Therefore, an appropriate amount of time and thought should be given to their preparation and selection. It may be possible to involve art classes in the preparation of aids such as brochures, posters, graphs, and charts.

Frequently the success of a presentation involving the use of audiovisual aids depends on the proper functioning of the equipment used. If a slide projector, film projector, projection screen, tape recorder, or videotape recorder and/or monitor is required for any portion of the workshop, it is necessary to assure the availability of the equipment, as well as to assure that it is in good repair.

It is the responsibility of the staff development committee to make certain that any audiovisual equipment or items such as chalkboard, flip chart, and easel are available. Materials required for participant use should also be provided by the staff development committee. A checklist of commonly needed workshop supplies is presented in Exhibit 4.

Exhibit 4

SAMPLE WORKSHOP SUPPLIES CHECKLIST

- note paper
- binders
- pens
- pencils
- marking pens
- stapler
- staples
- scissors
- paper clips
- masking tape
- scotch tape
- name tags
- list of participants
- rubber bands
- index cards
- file folders
- ruler
- slide projector
- film projector
- extra projector bulb
- extension cord
- tape recorder
- blank cassette
- projection screen
- batteries
- adapter plug
- take-up reel
- easel
- flip chart
- chalkboard
- overhead projector
- blank transparencies
- transparency marking pencil
- typewriter

Where???

Physical facilities are always important to the success of a staff development workshop. The selection of the workshop site is influenced by the size of the group, the methods of presentation to be used, the location of the facility, availability of parking, proximity to food service facilities, and the charge, if any, for the use of the building.

Hopefully, the school itself will provide a setting which is suitable to the purposes of the workshop. However, if the school is not available, other facilities will need to be located such as community meeting rooms. The staff development committee should consider the comfort of the potential participants. Such considerations includes feasibility for flexible seating arrangements, restroom facilities, and comfortable writing surfaces.

When???

Scheduling the staff development workshop is another important factor in planning. Ideally, workshops should be scheduled during regular working hours with release time from job responsibilities for participants. It is necessary to keep the desires and convenience of the participants in mind.

The length of the workshop will be determined by workshop goals and objectives and the means through which they will be met. Enough time must be allotted to present material or skills, to conduct small group practice sessions, large group discussions, and plan for the use of newly developed

competencies. A workshop may be planned for a two-hour session, an entire day, or a longer period of time. Because such workshops will be designed for diverse populations, the specific needs and lifestyles of those participating will need to be considered in determining the length of each workshop.

How???

This section responds to the question, "How will the goals and objectives of the workshop be met?" The options available to workshop leaders are many and varied. Variety and active participant involvement are key considerations in selecting from the many available learning activities and techniques. Consideration must also be given to whether the learning activities are relevant to the group's concerns and whether they present a realistic approach to meeting them. A list of suggested learning activities is presented in Exhibit 5.

Exhibit 5

SAMPLE LEARNING ACTIVITIES

Brainstorming

In brainstorming, participants spontaneously express their thoughts about a specific problem—it is a let-yourself-go session that calls for ingenuity and creativity in seeking a solution to a problem. Brainstorming is used to elicit both numerous and unique ideas.

Case Study

The case study provides a description of a realistic situation that the workshop participants are encouraged to consider and for which they resolve problems as if they were personally involved. There are numerous problem situations related to planning, implementing, and evaluating career guidance programs that can be presented to workshop participants.

Demonstrations

Demonstration is the procedure of doing something in the presence of workshop participants either as a means of showing them how to do it themselves or in order to illustrate a point. The workshop leader should be sure that the demonstration meets a necessary instructional need. The effectiveness of this instructional technique depends on the participants having a clear view of what is being presented.

Group Discussions

There are two basic types of group discussion—structured and unstructured. Structured group discussions are characterized by adherence to a topic or a problem for which the participants want to arrive at a decision or conclusion. This type of discussion is generally directed by the workshop leader.

Another type of discussion session provides for group discussion that moves freely and adjusts to the expressed interests of the participants. Unstructured group discussion should be conducted as informally as possible.

In-Basket

This technique is used to develop decision-making skills which focus on participants' abilities to set priorities and carry out tasks. Workshop participants are asked to assume the roles and responsibilities of specific staff members. They are provided written information in memo form about a number of tasks that they must complete. Workshop participants must determine which tasks they would attend to and in what order.

Exhibit 5 (continued)

Role Playing

Role-playing is an instructional technique in which workshop participants assume roles other than their own. During the workshop, structured settings are described and participants have the opportunity to express feelings, work out problems, and experience other persons' roles.

The objective of a role-playing situation might be to suggest alternative solutions to a problem, to gain an understanding of another's feelings, or to gain an experience in new situations. The situation should be clearly presented to workshop participants.

Simulation

A simulation is a representation of significant or central features of reality that requires the workshop participants to become actively involved in an experience rather than merely witness it. Simulation is a broad term and includes many techniques such as in-basket, case study, and role-playing.

Symposium

A symposium consists of a group of brief presentations on various aspects of a particular issue or problem. Generally, after the prepared presentations, speakers participate in a panel discussion and/or answer questions raised by workshop participants.

Any one or a combination of learning activities may be used to achieve the desired outcomes of the staff development workshop. One effective technique is the combination of both large and small group activities. Frequently, a large group presentation is used to introduce and demonstrate the skill being taught. This activity is then followed by small group sessions in which the participants are given an opportunity to discuss and practice the skill. At the conclusion of this small group activity, the participants return to the larger group to share experiences and relate ways of using the skill they have learned to fulfill their responsibilities in the school career guidance program.

The technique described above follows a somewhat standard format that has been shown to be effective in teaching new knowledge and skills. Although the specific learning activities may differ, the general outline is appropriate for most workshops. This format is presented in Exhibit 6.

Exhibit 6

GENERAL PROGRAM FORMAT*

Review:	Review what happened before so the participants know where they are. If it is the first day of the workshop, review the results of the staff needs assessment.
Overview:	Provide a review of what will take place during the day's workshop sessions so the participants will know where they are going, what major steps they will take, and what they will do.
Present:	Describe and demonstrate the competency (skill) being taught.
Exercise:	Provide an opportunity for the participants to practice the competency in as many ways and as many times as possible.
Summary:	Review what happened during the sessions so the participants will know where they have been today and how what they have learned relates to the next step in their in-service program and how it can be integrated into their roles and responsibilities in the planning, implementation, and evaluation of the career guidance program.

*Adapted from *Process Guide for Career Guidance* (Pilot Test Version), Michigan Department of Education, n.d.

The staff development leader and committee will assume leadership roles in planning the workshop program. Planning and organizing activities should be done in such detail that the direction of the program is clear and participants experience a smooth and logical flow of events.

Detailed planning should give attention to the coordination of workshop objectives, leader strategies, learning activities, resources, evaluation, and time and cost estimates. Exhibit 7 and Appendix D provide a form which can be used to facilitate this organizational activity. (This form is also useful in planning in-service programs for the entire school year.)

Once this form has been completed, the task of preparing the program agenda will be an easy one. Be certain that the agenda includes the date, time, and place of the workshop.

Exhibit 7

STAFF DEVELOPMENT PLANNING GUIDE

Goal: _____

Objective: _____

Audience	Resources Available	Leader Strategies	Learner Strategies	Resources Needed	Evaluation	Communication & Promotion	Time	Cost

Program Publicity

The persons who become involved as staff members in the career guidance program are likely to be engaged with other school and community activities. It is important, therefore, to bear in mind the possibility of full calendars when scheduling workshops. As soon as the dates, times, and place for the workshop have been arranged, the staff development committee should provide potential participants with the workshop schedule.

When the workshop plans have been finalized and the agenda is complete, the participants will appreciate receiving a copy of the agenda. This communication will serve as a reminder of the workshop and will provide the participants with more detailed information about workshop topics and group leaders. A sample workshop program is presented in Appendix E.

Promotional publicity may also help to increase workshop attendance. Many different types of "gimmicks" may be used to draw attention to the upcoming in-service workshop. One example is to design a litter bag with a quote. For example, "Career Guidance Is Our Bag." This bag could be filled with lollipops to which are attached the date and time of the upcoming event.

Overview of Workshop Planning

After the workshop has been planned and the agenda prepared, the staff development committee should be certain that everything is ready and in order for conducting the staff development workshop. A checklist (Exhibit 8) summarizes the planning steps outlined in this chapter and can be used to record each step as it is completed. The name of the person assuming major responsibility for each step should be noted.

Exhibit 8

CHECKLIST FOR PLANNING STAFF DEVELOPMENT WORKSHOP		
Check when Completed	**Tasks to Accomplish**	**Person Responsible**
_____	Identify the need for in-service education	_____
_____	Determine the most important needs	_____
_____	Set goals for staff development workshop	_____
_____	State objectives based on desired outcomes	_____
	WHO	
_____	Identify workshop leaders	_____
_____	Identify workshop participants	_____
	WHAT	
_____	Prepare resource materials	_____
_____	Obtain equipment and supplies	_____
	WHERE	
_____	Select workshop site	_____
	WHEN	
_____	Arrange workshop dates and times	_____
	HOW	
_____	Select learning activities	_____
_____	Design workshop format	_____
_____	Scheddle program activities	_____
_____	Prepare workshop agenda	_____
_____	Notify participants	_____

CHAPTER III

CONDUCTING STAFF DEVELOPMENT WORKSHOPS

It is nearly impossible to place too much emphasis on the vital role of planning in the organization of a staff development workshop. However, all the planning in the world will not result in a successful workshop if it is poorly conducted. Successful workshops require attention both to the mechanics of their coordination and to the quality of the instruction provided.

Arranging Workshop

Before the workshop, leaders should package materials, supplies, and equipment that will be needed and transport them to the site. It is also suggested that workshop leaders review their plans in detail to assure that everything is in order.

On the day of the workshop, the leaders should arrive at the site in time for setting up and last minute arrangements. Last minute details not to be overlooked include:

1. contacting proper facility personnel to reconfirm all arrangements,
2. arranging seating for each session of the program (first seating arrangement, if only one room is used),
3. setting up registration area (provide name tags, pens, registration forms and information packets for workshop participants),
4. checking on all required materials, equipment, and supplies (everything should be properly located and ready for use).
5. briefing all workshop leaders by person assuming major role (if workshop lasts more than one day, arrange for meeting to discuss the day's events), and
6. reviewing all arrangements for food and refreshments (scheduled breaks, lunch).

Greeting Workshop Participants

Workshop leaders should be available to greet and welcome arriving participants. Participants should be directed to the registration area and assisted in completing any necessary forms. Questions raised by participants regarding appropriate parking, location of meeting rooms, and restroom facilities should be answered. A thoughtful gesture is to have coffee available for the participants as they arrive, register, and engage in informal conversations.

Opening Session

The first few minutes are most critical in paving the way for a successful workshop. The first thing that the workshop leader must do is to create a pleasant learning atmosphere. The participants should be made to feel at ease in order to set a climate that is conducive for learning new knowledge and skills.

Workshop leaders should introduce themselves to the participants and have the participants introduce themselves. If everyone is already acquainted, several minutes should be allowed for informal conversation. The workshop leader should be prepared to lead a warm-up activity designed

to help the participants feel at ease and comfortable with one another. There are many activities that could be used. The workshop leader should select an activity that he/she is comfortable conducting and that participants are likely to enjoy. An example activity which may be used as a "getting to know you" exercise is described in Exhibit 9.

Exhibit 9

SAMPLE WARM-UP ACTIVITY

Instructions:

- Divide workshop participants into teams (five-six individuals per team).
- Provide each team with a stack of 3" x 5" index cards and a box of paper clips.
- Direct each team to build the tallest structure that it is able to in ten minutes. (No further instructions should be provided.)

Expected Outcomes:

- Build camaraderie
- Identify potential leadership
- Observe team member skills
- Solve problem in group setting

The time spent on warm-up activities should not be overly long. It is suggested that no more than twenty minutes be devoted to this activity especially if the workshop is short in duration (one day or less).

After the warm-up activity, the leader should describe how the workshop will be conducted. It is also important to state that during any portion of the sessions, workshop participants should feel free to ask questions. If beverages are available, explain that participants should feel free to help themselves at any time.

Workshop leaders also will need to discuss the expectations of the workshop in order to assure that everyone understands its objectives. Participants are much more likely to be motivated and open to learning if the workshop objectives meet their expectations.

In most situations, after agreements have been reached on the objectives that everyone will mutually be working toward, workshop leaders will direct the participants through the designed sequence of learning activities. A caution should be made, however, that workshop leaders must be prepared to change planned activities if the need arises. It may be necessary to devote more or less time to certain learning activities than was anticipated and, in some cases, the entire instructional plan may need to be altered. It is important to stress, therefore, that the workshop leaders be flexible and ready to adapt their plans.

To help the workshop leader in carrying out his/her role, it may be necessary for him/her to help initiate group discussions. The leader may have to provide several workshop participants with "staged" responses prior to the discussion. Statements with possible responses should be given to a few participants . According to plan, these participants will be the first to volunteer answers in front of the group. This approach will set the climate for other participants to make contributions.

Each workshop leader will probably have a preferred style for carrying out leadership roles. A list of general suggestions for workshop leaders is presented in Exhibit 10.

Exhibit 10

SUGGESTIONS FOR WORKSHOP LEADERS

- Encourage the active involvement of all participants
- Be sensitive to participants' needs and wants
- Help participants set goals and identify priorities
- Clarify issues if participants appear to be confused
- Be facilitative rather than directive
- Provide leadership for participants
- Communicate ideas clearly
- Encourage participants to solve problems
- Be sensitive when providing suggestions
- Help participants analyze their accomplishments
- Provide useful and timely feedback
- Be supportive of participants' efforts
- Be flexible and prepared to adapt

Dismantling Workshop

After the workshop, it will be necessary to carry out clean-up arrangements. All materials, equipment, and supplies should be accounted for and returned to their proper locations. All borrowed materials should be returned to their respective owners. The workshop leader should personally thank the facility personnel who assisted with workshop preparation or by providing rooms, materials, etc. Thank you letters also should be mailed to all participants and individuals who assisted in any aspect of the workshop.

CHAPTER IV

EVALUATING STAFF DEVELOPMENT WORKSHOPS

Evaluation is carried out for a number of different reasons. The major one is to determine whether workshop goals and objectives were achieved. In other words, did we achieve what we set out to accomplish? The emphasis of the evaluation should be placed on improving future staff development efforts.

It is suggested that evaluation activities be built into the overall program plan. Too often workshop participants are requested to complete a post-assessment instrument at the very last minute. Participants, therefore, are apt to respond hurriedly and without giving much thought to their answers. Adequate time should always be allowed for evaluation as a part of the program design. However, the evaluation process should be as unobtrusive as possible in the staff development effort.

It is also desirable to measure the extent to which the methods and procedures used were effective in meeting workshop objectives. Many factors influence whether or not the participants were successful in achieving the objectives. Attention should be given to assessing some of the following factors which are likely to affect program success:

- environmental conditions
  - seating arrangements
  - lighting
  - room temperature
  - ventilation
- amount of discussion time
  - too long
  - too short
- scheduling of breaks
- resources available
  - materials
  - persons
- supplies and equipment
- structure
  - large group
  - small group
  - individual work

A variety of evaluation instruments and methods may be used to obtain participant feedback. In most cases if instruments are to be used, they should reflect specific workshop objectives and other factors that may possibly have affected learning. The directions for completing the questionnaire or other type of instrument should be clearly stated. A sample questionnaire which may be used at the conclusion of the workshop is presented in Appendix E. This type of questionnaire is commonly used for workshop evaluations. The questionnaire is used to assess participant reactions and to obtain specific suggestions for improving future staff development efforts. Sample questions for evaluating the workshop are presented in Exhibit 11.

Exhibit 11

SAMPLE QUESTIONS FOR WORKSHOP EVALUATION

1. Sufficient resource materials were available for use.

   YES ☐ NO ☐

   COMMENTS:

2. The workshop leaders were qualified to present the knowledge and skills.

   YES NO ☐

   COMMENTS:

Another evaluation method is to have the participants prepare a brief statement about what they expect to be doing differently as a result of their participation in the workshop. This activity should be conducted near the conclusion of the program. Workshop leaders can use these statements to help modify future programs and to evaluate the changes that the workshop brought about.

The evaluation data should be analyzed and interpreted as soon as possible after the workshop. Maximum use should be made of the results to improve the total staff development effort. General guidelines for conducting evaluations of in-service programs are presented in Exhibit 12. For more detailed information refer to *Evaluating Outcomes.*

Exhibit 12

EVALUATION GUIDELINES

- Identify the objectives, activities, and resources to be evaluated.
- Design the procedures to be used in collecting evaluation data.
- Develop instruments for collecting data.
- Collect, analyze, and interpret information.
- Organize and communicate results to staff development committee.
- Make use of input obtained to improve all future staff development efforts.

Once the evaluation data has been analyzed, a staff follow-up should be conducted. This would involve meeting with staff members whose needs were not met and deciding on how this could be accomplished. The type of follow-up learning activity would depend upon the type and number of individuals with whom you are working. For example, if there is a need to work with only a few individuals, a one-to-one approach might be best, but if you are working with a larger number, some type of group activity should be used.

CHAPTER V

IN-SERVICE PROGRAM ACTIVITIES

Planning, conducting, and evaluating staff development workshops have been discussed in previous chapters. Material in this chapter is designed to provide suggestions for the development of in-service programs related to career guidance. Suggested topics for in-service programs and a sample activity are provided for each of the following:

1. Career Guidance Orientation
2. Planning
3. Career Development Needs Assessment
4. Goal and Objective Development
5. Resource Assessment
6. Evaluation
7. Career Guidance Practices
8. Community Relations and Involvement
9. Counseling

Objectives for staff development programs must be tailored to coincide with the needs of particular groups of participants. Therefore, specific configurations of topics and activities should be selected with program objectives in mind. The following examples should form a basis upon which local staff development committees can build in-service programs.

Career Guidance Orientation

Orientation provides staff members with an overview of career guidance programs, their rationale and organization. Orientation provides a common base of knowledge for all persons involved in career guidance program development and implementation.

Suggested Topics for In-service Program:

- Rationale for career guidance
- Components of a comprehensive career guidance program
- Staff roles and responsibilities
- Goals for future career guidance efforts
- Career development theories

Sample Activity One:

- Career Guidance Glossary

Purpose:

- To increase understanding of career development and career guidance concepts.

Description:

- A study group meeting in a series of workshop sessions develops a glossary of career guidance terms. Its task is to define career guidance terms and concepts it believes to be important. A list of terms is included in Exhibit 13 to spark the thinking of the group.

Exhibit 13

LIST OF CAREER GUIDANCE TERMS

CAREER

CAREER DEVELOPMENT

CAREER GUIDANCE

CAREER PLANNING

CAREER COUNSELING

CAREER GUIDANCE PRACTICES

LIFE ROLES

DECISION MAKING

SELF AND INTERPERSONAL RELATIONS

AFFECTIVE LEARNING

COGNITIVE LEARNING

COMMUNITY INVOLVEMENT

COMMUNITY RELATIONS

CAREER GUIDANCE OBJECTIVE

NEEDS ASSESSMENT

Sample Activity Two:

- Roles and Responsibilities of Career Guidance Program Staff

Purpose:

- To identify and describe the roles and responsibilities of various participants in a comprehensive career guidance program.

Description:

- Workshop participants would identify and describe the roles and responsibilities to be assumed by parents, administrators, students, teachers, counselors, and community groups.

Planning

Planning is a dynamic approach to problem solving. Comprehensive career guidance programs can be developed through the systematic identification of specific problem areas and the creative resolution of the identified problems.

Suggested Topics for In-service Programs:

- How to conduct meetings
- The art of communication
- Administrative skills (e.g., personnel supervision, resource allocation)
- Planning–Implementation Cycle

Sample Activity:

- Communication

Purpose:

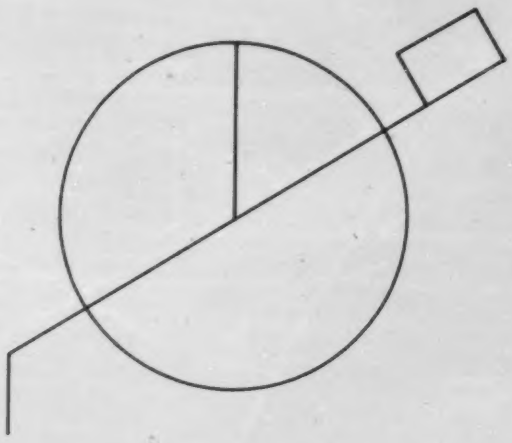
- To demonstrate the importance of clear communication
- To demonstrate the effectiveness of interaction to clarify communication

Description:

- Two persons stand back-to-back, one facing or holding a writing surface. The other is given a geometric drawing (Exhibit 14) and is told to describe it to the first person.

Exhibit 14

GEOMETRIC DRAWING



The "writer" may not talk, but, following the directions given, attempts to reproduce the drawing. Note that the drawing is seldom accurately reproduced, thereby demonstrating the potential difficulties in understanding one-way communication. In a second trial two persons perform the same roles as described above. This time, however, the writer is permitted to ask for clarification of directions as they are provided. This time the drawing should be more accurately reproduced, showing the effectiveness of two-way communication.

Needs Assessment

Career Development Needs Assessment is a process through which student needs are identified and ranked in order of importance for career guidance program development.

Suggested Topics for In-service Programs:

- Constructing needs assessment instruments
- Analyzing data
- Interpreting needs assessment results
- Data collection strategies
- Procedures for selecting respondents

Sample Activity:

- Item Development

Purpose:

- To improve skills in writing test items

Description:

- Exhibit 15 provides a student career development goal, subgoals, and items for them. Each workshop participant is asked to read these and then write items appropriate for the goals and subgoals on the form provided (Exhibit 16).

Exhibit 15

SAMPLE TEST ITEMS

Goal 1 Assess the relationship of their interests, attitudes, value, abilities, and achievements to the development and realization of their career goals.

Subgoal–(knowledge) The student identifies values and interests.

Item 1. Describe the following list using v for value, i for interest, and n for neither.

_____ left handedness
_____ being independent of others
_____ a hobby
_____ things we believe in
_____ a list of what is most important
_____ enjoying an activity

Subgoal–(comprehension) The student explains how occupational values and interests influence career goals.

Item 2. If we know what a person's values and interests are we can

_____ predict what job they should choose
_____ only guess about their job choice
_____ estimate a group of possible occupations (jobs)
_____ none of the above

Subgoal–(application) The student applies self-awareness knowledge to career goal setting.

Item 2. Which occupations would likely be selected by someone who strongly values protecting the environment?

_____ law officer
_____ city planner
_____ marine biologist
_____ auto mechanic
_____ forest ranger
_____ interior decorator

Exhibit 16

ITEM CONSTRUCTION FORM

Goal:		Appraise their physical and mental characteristics, the potential for change, and apply this knowledge to goal setting for life roles.
Subgoal:	(knowledge)	The student describes developing mental and physical characteristics.
Subgoal:	(comprehension)	The student explains how physical and mental skills are used in occupational and leisure activities.
Subgoal:	(application)	The student creates short term physical development goals that support tentative long-range career goals.

Developing Goals and Objectives

Goals provide the general structure for career guidance programs. Objectives written for each goal provide direction for successful program planning and implementation.

Suggested Topics for In-service Programs:

- How to write behavioral objectives
- Taxonomies of learning: cognitive, affective, and psychomotor domains
- Career guidance goals

Sample Activity:

- Writing Behavioral Objectives

Purpose:

- To increase abilities to write behavioral objectives and select appropriate learning experiences.

Description:

- This activity should be conducted in groups of four or five individuals.

1. Identify an instructional goal (e.g., The student will be able to write a business letter).
2. Brainstorm a list of possible behavioral objectives relating this goal to career development concepts.
3. Select three behavioral objectives that the group considers most important.
4. Generate ideas for student activities based on these objectives.
5. Meet in large group to share ideas.

Assessing Resources

Resource assessment (1) identifies existing programs, people, funds, equipment, and materials which can be used to implement career guidance programs; (2) catalogs these resources; and (3) encourages their efficient management.

Suggested Topics for In-service Programs:

- Development and use of resource catalog
- Techniques for interviewing community resource persons
- Using resource assessment survey forms

Sample Activity:

- Interviewing

Purpose:

- To improve interviewing skills

Description:

- Selected workshop participants will play the roles of the interviewer and interviewee in the following situation:

- Sandy Jones, 4-H Club leader, has been contacted to serve as a resource person. You have agreed to conduct an interview to determine Sandy Jones's interests, skills, and willingness to participate as a resource person in the career guidance program.

Evaluating Outcomes

The process of determining the success of career guidance programs is called evaluation.

Suggested Topics for In-service Programs:

- Evaluation models
- Roles of evaluation (formativeand summative)
- Methods of evaluation
- Evaluation design
- Reporting evaluation findings

Sample Activity:

- Examining Evaluation Reports

Purpose:

To increase competence in developing and reporting evaluation studies

Description:

- Workshop leader will provide each participant with an evaluation report related to a career guidance program. Participants will examine the report and respond to the following questions.

    1. Does the report provide sufficient information for you to decide whether the program should be continued?

    2. If yes, what do you consider to be the strongest points of the study? Why?

3. If no, what information did you feel was lacking? How would you recommend that information be provided?

Career Guidance Practices

Career guidance practices are those techniques through which career development objectives are met. Through the combined efforts of home, school, and community, students participate in career development experiences to meet desired objectives.

Suggested Topics for In-service Programs:

- Home-centered career guidance practices
- Group dynamics
- Infusing career development into subject matter areas
- School-centered career guidance practices
- Community-centered career guidance practices

Sample Activity:

- Planning Field Trips

Purpose:

- To increase skill in planning and arranging group learning experiences outside the classroom

Description:

- Participants work in pairs to respond to the following items.

1. A list of subjects is presented below. Remembering that field trips should relate to and reinforce the subject area under study, identify a suggested field trip site (in your community) for each subject.

   —Nation's Government
   —Nutrition
   —Bodies of Water
   —State History
   —Health
   —Mammals

2. For each field trip suggested in No. 1 answer the following questions:

   —Would the time and expense involved be justified by the gains in student learning?

   —Would the field trip provide experiences that could not be provided in the classroom?

3. For one of the suggested field trips (above) outline learning activities that a teacher could use in the classroom prior to the field trip in order to enhance the experience.

4. You are responsible for making all the necessary arrangements for one of the suggested field trips. Set up a plan for the completion of all arrangements—up to and including the day of the trip.

Community Relations and Involvement

Community relations and involvement focus on generating support for career guidance program implementation and encouraging direct public involvement in the program. Parents, businesses, service organizations, and public agencies are the target audiences of the career guidance program's community involvement efforts.

Suggested Topics for In-service Programs

- Rationale for school-community cooperation
- Communicating with the public
- Community participation in the school
- School participation in the community

Sample Activity:

- Writing a News Release

Purpose:

- To improve skills in writing news releases deisgned to communicate career guidance activities to the public

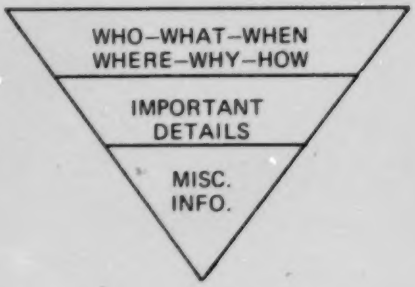
Description:

- The workshop participants are provided with a handout (Exhibit 17) which describes the basic rules for writing a news release. The workshop participants are then asked to write a news release based on information provided by the workshop leader. Following this exercise, workshop participants present their releases to the larger group for constructive criticism.

Exhibit 17

BASIC RULES FOR WRITING A NEWS RELEASE

- An effective news release should be written in the inverted pyramid style.
- Your first paragraph or "lead" should answer the all important WHO, WHAT, WHEN, WHERE, and HOW questions. Capture the reader's interest early in your release.
- Write in simple everyday conversational language. Emphasize verbs and short words.
- Information should be written in declining order of importance.
- Paragraphs should be brief.
- Any factual information should be checked for accuracy.



- Proofread to eliminate spelling and grammatical errors.

Exhibit 18

BRAINSTORMING ALTERNATIVE LEARNING ACTIVITIES

Within a comprehensive career guidance program, one of the responsibilities of the counselor is the promotion of meaningful learning experiences for students. Below you will find a list of five counseling related areas. For each service indicate how the counselor might facilitate student learning.

Generate as many ideas as possible.

1. Individual counseling
2. Individual inventory service
3. Information service
4. Referral service
5. Placement service

Exhibit 19

CASE STUDY

Problem:	Student has requested assistance in post-high school planning.	
Background:	1.	Student—Joe Montrose, sixteen years, eleventh grade
	2.	Community—Green Valley, Iowa
School Record:	1.	Average student
	2.	No discipline problem
	3.	Has not participated in extracurricular activities
	4.	Worked part-time as drug store clerk
	5.	No post-high school choice indicated
Tasks:	1.	What could the student's teachers do to aid the student?
	2.	What career development needs does the student exhibit?
	3.	Develop a course of action you would recommend that the student follow.

CHAPTER VI

STUDENTS AS IN-SERVICE LEADERS

There are many types of in-service efforts that can be designed to meet different needs. One global need area that has been identified is the need to infuse career guidance into the curriculum. One very effective in-service approach for developing teacher competence in infusion techniques is to involve students in the leadership role for the staff development effort.

First, it is necessary to determine whether this type of in-service effort will be received by teachers. Two major approaches may be used to get this kind of information. One way is to simply place a teacher survey (Exhibit 20 and Appendix G) in each mailbox. However, with this approach the response rate is apt to be very low because of its impersonal nature.

Exhibit 20

TEACHER SURVEY QUESTIONNAIRE

1. If we can assume that you as a teacher feel that students should become more involved in curriculum planning, would you be willing to support efforts in forming a student curriculum committee? Yes _____ No _____
   Why or Why Not?

2. If a committee of students were to be formed, would you agree to the following representatives: two students from each grade level, the staff development leader, a teacher, and a counselor? Yes _____ No _____
   If no, who would you suggest to be included on the committee?

3. Would you be in favor of the above committee planning a student all day in-service workshop to be held later this year. Yes _____ No _____
   If no, Why?

4. If a student in-service day were planned, and you did not have teaching responsibilities on that day, would you attend? Yes _____ No _____
   If no, why not?

A recommended alternative is to make a brief presentation at a regularly scheduled staff meeting. For example, a principal, businessman, superintendent, and/or career education specialist could be asked to make the presentation because teachers are more likely to respond to a recognized member of the administration or the community. This person would have to be provided with sufficient information by the staff development leader in order to present a convincing argument for allowing students to assume an active leadership role. This presentation should focus on the need for making curriculum more relevant for students. The survey form could then be distributed to the teachers.

If the idea of student involvement in curriculum planning is generally well received, the staff development leader should begin to identify the students who will assume the leadership roles.

Student Curriculum Committee Selection and Orientation

To demonstrate to the student body that its judgments and ideas for curriculum change are valued, a student curriculum committee should be formed. The purpose of this committee would be to develop a plan to make curriculum more relevant for all students based upon their career development needs. This plan could include an all day workshop planned by students and observed by teachers. A variety of follow-through activities related to curriculum change could also be incorporated.

At each school building, the student curriculum committee should be made up of two students from each grade level, a teacher, a counselor, and the staff development leader. The principal would be asked to serve as an ex officio member. Students selected for positions on this committee should exhibit the following characteristics:

1. Interest in taking a student leadership position in the school.

2. Aware of need for curriculum change as related to group student career development needs.

3. Willing to spend time necessary to complete committee work.

Attention should be given to a broad representation of students when selecting committee members. For example, students who generally display little interest in school activities; vocational students; potential dropouts; and students who have not held leadership positions in the past should not be overlooked.

The student curriculum committee may be formed through various means:

1. Selected by school personnel

2. Chosen by fellow students in a democratic election

3. Formed from a list of volunteers

The student curriculum committee needs to be in-serviced so that it in turn can plan, organize, and conduct an all day in-service workshop for the rest of the student body and teachers in the school. (Chapter II of this handbook will assist in planning this effort.) The staff development leader will need to provide leadership for the in-service education of this committee.

The initial orientation of the student curriculum committee should be scheduled at the convenience of the total membership. This meeting, as well as future committee meetings, will need to be conducted during free periods, activity periods, or lunch periods.

The staff development leader will need to explain the roles and responsibilities of the student curriculum committee at the initial session. Suggested roles and responsibilities for the committee follow:

1. Plan, conduct, and evaluate all day workshop.

   - Develop workshop program plan
   - Contact resource persons, speakers, etc.
   - Acquire or develop needed materials (posters, handouts, food, etc.)

- Publicize workshop (newspaper, T.V., radio, posters)
- Assist in presentation preparations
- Lead certain aspects of workshop
- Evaluate workshop

2. Collect, organize, and interpret ideas generated during workshop.

3. Produce a handbook of student ideas on how career development concepts can be infused in the various subject areas of the schools curriculum.

4. Identify career development concepts which have been infused as a result of ideas presented (annual or semester basis).

All Day Workshop

The materials in the remainder of this chapter are designed to provide the staff development leader with ideas that students could use in planning and conducting an all day workshop. An overview of the all day workshop is presented in Exhibit 21. More detailed procedures and additional suggestions follow the exhibit.

Exhibit 21

ALL DAY WORKSHOP PLANNING GUIDE

Goal: To help teachers integrate career development into the curriculum.

Objective: To generate student ideas for infusing career development into the classroom.

Audience	Resources Available	Leader Strategies	Learner Strategies	Resources Needed	Evaluation	Communication and Promotion	Time	Cost
Students	Building	Welcome	Keynote Presentation	Consultants	*Written* Checklist	Announcements on P.A. System by Students	One Day for In-Service	Approximately $500.00
Teachers	AV Equipment	Introduce Keynote Speaker	*Presentations* Multimedia Dramatic Musical	Support Materials	*Verbal* Group Discussion	School Notes to All Students	Five to Twenty Hours Planning Time	Refreshments
	Consumable Materials							Consumable Materials
		General Orientation to Career Development	Small Group Sessions	*Follow-up Suggestions*	District Newsletter			
	Resource Persons				Radio Announcements by Students			Consultants Key Speakers
		Arrange Small Group Sessions						Students Could Provide Refreshments
								Donations Service Organizations Individuals Fund Raising

Since the all day workshop involves the entire student body, students will need to be assigned to small groups. The student curriculum body will be responsible for making sure this activity is accomplished. A pre-registration form which serves to identify student interests may be used to help form the groups. (Exhibit 22)

Exhibit 22

PRE-REGISTRATION FOR STUDENT GROUP ASSIGNMENTS

Please indicate your first, second, and third choice for each of the three sessions listed below. Make sure you choose different subject areas for each session.

Subject Area	Session I	Session II	Session III
Math 9			
Algebra			
Geometry			
General Math			
General Science			
Biology			
Chemistry			
Physics			
English 9			
English 10			
English 11			
English 12			
French			
Spanish			
American History			
World History			
Civics			
Girls Health Physical Ed.			
Boys Health Physical Ed.			
Art			
Vocal Music			
Instrumental Music			
Home Economics			
Industrial Arts			

The student curriculum committee will be responsible for having the data from the pre-registration forms analyzed and put into workable form. A master schedule should be prepared. Finalized schedules will be distributed to the students the day of the workshop with other registration materials.

On the day of the workshop, students will report to their respective homerooms. After attendance has been taken, students will receive the day's agenda and their small group assignments. A sample agenda is shown in Exhibit 23.

Exhibit 23

STUDENT ALL DAY WORKSHOP AGENDA

Registration	Respective Homerooms	8:00
Welcome and Overview	Auditorium	8:15
Student Curriculum Committee Chairperson Principal Student Body President		
Keynote Presentation	Auditorium	8:30
"Relevance of Education"		
General Orientation to Career Guidance	Auditorium	9:15
Dramatic Presentation–"Goodbye Rotter"		
Session I–Small Groups	Classrooms	10:00–11:15
Refreshments		
Lunch	Cafeteria	11:15–12:30
Session II–Small Groups	Classrooms	12:30–1:30
Session III–Small Groups	Classrooms	1:30–2:30

The staff development leader should be prepared to provide ideas for program content, if the students appear to need them. Suggestions for the keynote speaker, general orientation session, and small group sessions follow.

The student curriculum committee should be encouraged to select a keynote speaker who is dynamic and who can relate well to students. For example, it is more likely that students would better identify with a sports figure or television personality than with the "traditional" educator.

The content of the general orientation can be presented in various ways. Generally, the presentation is more likely to be effective if students are involved in both the preparation and presentation. These presentations could take the form of dramatic presentations, musical presentations, or variety shows to name a few. Other suggestions for the general session include movies, multi-media presentations, and student panel presentations. An outline for a sample skit is presented in Exhibit 24.

Exhibit 24

OUTLINE FOR STUDENT SKIT

"Goodbye Rotter"

Synopsis: The central character in this short three act play is Rotter. At the opening of the play, Rotter is the image of a "traditional" teacher who turns off kids. Rotter is concerned and cares but doesn't know how to make education more relevant to his students. With their help, Rotter undergoes a transformation and a new character emerges—Kotter!

Cast of Characters:

Rotter	Pinky
Horschak	Other Students
Epstein	Principal
Barbarino	Teachers
Washington	

Act I, Scene I:

The setting is a junior English class, students' desks are arranged in rows and Rotter's desk is at the front of the classroom.

Stage Note: The class is bored. Some are sitting in their seats, passing notes, and throwing papers. One couple is "making out" in the back of the room.

Rotter is standing at the board explaining dangling participles, colons, and diagramming sentences.

(Possible aside—"Class is a bore!")

Black Out

Scene II:

Teacher lounge.

Teachers are sitting around complaining about their students.

Rotter is sitting away from the group, apparently deep in thought. One teacher relates a personal statement made by a student. Rotter reacts to this teacher by stating that personal information of this type should be kept confidential.

Curtain.

Act II, Scene I:

Student council meeting.

A general grip session is occurring. Such comments as "Everything is wrong." "We need . . ."

Students make a list of their grievances, and one student leaves to take the list to the principal.

Black Out

Scene II:

Principal's Office.

Students are attempting to present this dissatisfaction to the principal.

The principal is not responding to their needs.

Curtain

Act III, Scene I:

Rotter's classroom (without students).

Student council members enter and request Rotter's help. Rotter and the students interact to discover what can be done to meet their needs.

As a group, they decide on student involvement in curriculum planning and on in-service day conducted by students.

Black Out

Scene II:

Kotter's classroom, seats are arranged in a semi-circle and Kotter is seated on his desk.

Sweathogs appear interested and involved in what is taking place.

Jazz band enters playing—students sing "Welcome Back Kotter."

Curtain

Much planning also will be required for organizing the small group sessions. The student curriculum committee will need to select a student leader for each room in which the small group sessions are to be held. In addition, committee members will need to identify an adult who is willing to be present in each room during the three group sessions. It should be explained that the adult's role is to be a passive one and that the person's responsibility is mainly to be available for control and emergency purposes. The responsibilities of the student leaders are greater. They will be responsible for leading the small group sessions which involves keeping students on target, i.e., making the curriculum more relevant to student's needs. A caution should be made that the ideas generated by students should be realistic and practical. The student leaders also will have to be familiar with the curriculum for the subject matter for which they are responsible. A meeting with the appropriate teacher may be required to obtain this information.

Through meeting with the student curriculum committee, the student leaders will receive an overview of how curriculum can be made more relevant. This discussion should include the following points:

1. The importance of getting to know themselves and others better and how this knowledge affects their present and future relationships.

2. The importance of planning and decision-making for their future.

3. The importance of understanding the various present and future roles of their lives, such as student, worker, family member, etc.

The overall purpose of the small group sessions also should be explained to the student leaders—to generate student ideas for career development activities which could be incorporated into the curriculum.

The staff development leader may wish to illustrate an example of subject matter curriculum as it appears at the present time and what it could possibly look like in the future.

Exhibit 25

IDEAS FOR CURRICULUM CHANGE

Present English Curriculum (9th Grade)

Topics	Presentation
Grammar	
• Sentence structure • Capitalization • Spelling • Punctuation • Paragraphs • Verb tenses	In presenting the elements of grammar to the classes, the teacher presents a lecture and asks the students to complete homework assignments.
Literature	
• Ten short stories	Students are assigned stories and asked to answer questions in class.
• Romeo and Juliet	Students are assigned character parts that they read in class. Time is spent on analyzing and interpreting author's meaning. As a culminating activity, each student is asked to memorize a soliloquy and recite it to the class.

Future English Curriculum

Topics	Presentation
Grammar	
	Prior to the start of a grammar unit, the class takes a field trip to a publishing firm or views a film that depicts various aspects of publishing work.
• Spelling	Students read newspapers and pick out spelling mistakes.
• Capitalization and Punctuation	Editor of local newspaper comes in as resource person and discusses importance of these elements to his/her job.
• Paragraphs	To practice writing paragraphs, students write on the career planning that they have initiated.
Literature	
• Short Stories	Using stories that relate to student interests, the students role play various characters described.
	Students engage in a bookmaking activity after having written a short story on the topic of their choice.
• Romeo and Juliet	Students investigate the various duties, knowledges, and training required for professional theater work. They engage in various aspects of planning the production of Romeo and Juliet.

The student leaders should be instructed to turn in all ideas that were generated in the small group sessions to the student curriculum committee. The committee will then need to screen these ideas for appropriateness for future use. All acceptable ideas should be organized and prepared for presentation to teachers. This presentation could take the form of an idea catalog for teacher use.

To determine the effectiveness of students as in-service leaders, several different types of evaluations could be used. For example, journalism students could be asked to conduct informal interviews with students to obtain their reactions to the all day workshop. Also, the student cirriculum committee could design a questionnaire which would measure the teachers' response to the workshop.

CHAPTER VII

WORKABLE IN-SERVICE IDEAS

The "workable" ideas presented in this chapter are designed to stimulate the readers' creativity for in-service program development. The first section provides a suggested list of competencies for the staff development leader with associated workable ideas for attaining these competencies. The remainder of this chapter provides a description of the roles and responsibilities of other individuals who play key roles in the planning, implementation, and evaluation of the career guidance program. Workable in-service ideas are also provided for these groups of individuals. The authors draw heavily from *Position Paper on Career Development* published by the American Vocational Association and National Vocational Guidance Association Commission on Career Guidance and Vocational Education, 1973 for many of the ideas presented.

Staff Development Leader

To assure program quality, consistency, and sequence, one person must be assigned responsibility for overall coordination of the career guidance program staff development efforts. The competencies needed by that person include:

1. A thorough understanding of career development theory and practice;
2. Group process, human relations, and consultative skills;
3. A knowledge of curriculum and how curriculum is developed;
4. An understanding of the relationship among values, goals, choices, and information in decision-making;
5. A knowledge of the history of work, education, and leisure;
6. An understanding of the changing nature of manpower, womanpower, and economic outlooks; and,
7. Familiarity with various strategies and resources for facilitating career development, including the utilization of the school, the community, and the home.

Workable Ideas for the Staff Development Leader

- Establish library related to guidance, counseling, placement, follow-up, follow-through, and staff development.
- Visit experienced guidance and staff development leaders in the area.

- Visit university staff who are skilled in guidance and staff development.
- Visit with state department consultants.
- View films, video tapes, or TV programs that deal with guidance or staff development.
- Request training assistance from staff experienced in in-service techniques.
- Enroll in career guidance, career education, and in-service methods courses.
- Acquire and use competency-based teacher/counselor education modules or units.
- Hire special consultants.
- Identify and visit industry, business, labor, and government personnel who have experience in staff development.

Counselors and Guidance Personnel

Counselors and other guidance personnel play important roles and assume important responsibilities for the career guidance program. Among these are:

- Coordinate the career guidance program.
- Provide staff with the understanding necessary to assist each student to obtain a relevant education.
- Coordinate the acquisition and use of appropriate occupational, educational, and labor market information.
- Help staff understand the process of human growth and development.
- Assess individual needs.
- Help staff plan for sequential student learning experiences in career development.
- Coordinate the development and use of a comprehensive, cumulative student data system.
- Identify and coordinate the use of school and community resources needed to facilitate career guidance.
- Coordinate the evaluation of students' learning experiences and use the resulting data in counseling with students, in consulting with the instructional staff and parents, and in modifying the curriculum
- Coordinating the evaluation of students' learning experiences and use the resulting data in counseling with students, in counsulting with the instructional staff and parents, and in modifying the curriculum.
- Coordinate a job placement program for the school and provide for job adjustment counseling.

- Provide individual and group counseling and guidance so that students will be stimulated to continually and systematically interrelate and expand their experiences, knowledge, understanding, skills, and appreciations as they grow and develop throughout life.

- Help students realize that each person has a unique set of characteristics and that, to plan realistically, they must appraise themselves fairly.

- Enable students to make use of available assessment tools and techniques in examining their personal characteristics.

- Assist students in identifying realistic role models.

- Assist students in developing the employability skills necessary for entry into employment where opportunities exist.

Workable Ideas for Counselors and Guidance Personnel

The ideas presented for the staff development leader may be used. In addition:

- Provide opportunity for counselors and guidance personnel to conduct speaking engagements for community groups. Much can be gained by interacting with employers, parents, and other community members.

- Have an area guidance director visit your schools and consult on ways in which the program could be strengthened.

- Encourage counselors and guidance personnel to become members and be actively involved in community organizations.

- Have counselors and guidance personnel set up personal schedules of work site visitations.

- Provide opportunities for counselors and guidance personnel to meet with staff at the employment agency(s) in the area.

- Have counselors and guidance personnel meet with area post-secondary institutions to better understand what educational options are available and how to access these options.

- Provide opportunities for counselors and guidance personnel to meet with past students in job settings to identify their job coping and adjustment problems.

- Suggest that counselors and guidance personnel set up family-home visitations on a planned basis.

- Encourage counselors and guidance personnel to continue enrollment in course work, seminars, conferences, and conventions on career guidance.

- Provide opportunities for counselors and guidance personnel to meet with small groups of students weekly/monthly to gain their perspectives of their needs and how the guidance program is operating.

Set up multi-district self-help meetings for counselors and guidance personnel for idea sharing and problem resolution.

Principals

The building level administrator has a major responsibility for the career guidance program. This reponsibility carries with it the need to provide ongoing leadership, assure staff support, and assure that sufficient resources are available. More specifically, some building level roles and responsibilities are:

1. Provide active encouragement and support of the career guidance concept and program.
2. Espouse the idea of career guidance as a responsibility of each staff member.
3. Provide commitment to experimentation and flexibility in the guidance program and curriculum.
4. Provide opportunities for in-service education of staff in career guidance and human relations.
5. Support the development of a career guidance committee composed of staff members, students, parents, and community leaders.
6. Provide necessary personnel, space, facilities, and materials.
7. Encourage constant evaluation and improvement of the program.

Workable Ideas for the Principal

- Establish one or two day internships in a local work setting where administrators can examine new technology, work conditions, products being produced, and past students in work situations.
- Establish school administrator and industry, business, and labor seminars or panels where employability, coping, and adjustment skills and problems of past graduates can be discussed.
- Create settings where past students of all types can rap with the administrators concerning their transition problems and how the school could both assist them and current students who will be entering the labor market.
- Have administrators study follow-up program evaluation and needs assessment reports and present problems, successes and recommendations for future action to staff, parent groups, civic groups, and school board.
- Set up situations where administrators attend guidance related seminars, workshops, and conferences and prepare to brief counselors upon return.
- Establish situations where an area administrator and/or counselor who operates an exemplary guidance program would invite your principal to visit for one day to talk with key staff and examine materials and techniques that are used.

- Invite the state guidance supervisor to visit your school and have this person informally present promising practices that are occuring in schools that are similar to yours around the state.

- Suggest that the principal enroll in various organizations so that he/she receives newsletters, journals, etc.

- Plan for informal weekend meetings between guidance staff and administrative staff where the agenda is a mixture of leisure and guidance program discussion.

- Arrange for different types of personal contacts with administrators both in social and work situations where the career guidance program can be discussed.

- Provide situations where administrators give primary leadership to various guidance related in-service or development activities.

- Arrange for outside agencies (governmental, civic, or educational) to invite principals to be a speaker or participant in their meetings or special events.

- Arrange for area multi-district administrative guidance related workshops.

- Develop informal way of relating community feedback to principal on the effectiveness of the school's guidance program.

- Develop a teacher/counselor "show and tell" session regarding guidance activities with principal as reactor.

Teachers

Teachers need to carry many of the same responsibilities as guidance personnel in facilitating the career development of all students. The following are a few roles that may call for in-service assistance.

1. Provide for easy transition of students from home to school, from one school environment to another, and from school to further education or employment.

2. Provide students with curriculum and related learning experiences to insure the development of basic concepts of work and the importance of those who perform work.

3. Provide group guidance experiences which demonstrate the relationship between learning and job requirements.

4. Assist students in analyzing and interpreting their learning experiences for better understanding of self in relation to the world of work.

5. Plan and provide instruction which prepares students to enter, adjust, progress, and change jobs.

6. Encourage employers to assist in expanding student awareness of career opportunities.

7. Participate in the planning and implementation of a comprehensive career guidance program.

8. Help parents understand and encourage the career development process as it relates to their children.

9. Provide opportunities within the curriculum for students to have decision-making experiences related to educational and vocational planning.

10. Assist students in synthesizing accumulated career development experiences to prepare them for educational transitions.

11. Provide career exploratory experiences to help students gain an understanding of worker characteristics and work requirements.

12. Provide experiences to help students increase their understanding of their own capabilities, interests, and possible limitations.

13. Provide for career preparation experiences that will enable the individual to acquire skills necessary to enter and remain in the world of work at a level appropriate to his/her capabilities and interests.

Workable Ideas for Teachers

- Develop contract learning experiences for teachers in which they are involved in setting the contract agreement. If possible, peer evaluation could be used as a means of determining successful completion of learning activity.

- Establish a career guidance library for teachers and continue to communicate about special materials.

- Establish a work setting visitation schedule to enable each teacher one to two field trips per year. During visitations attempt to arrange for staff to visit former students.

- Provide opportunities for counselor to conduct group counseling and/or guidance sessions in each classroom during the year. Indirectly the teachers will increase their knowledge of student concerns, interests, and plans.

- Identify seminars, conferences, and workshops related to guidance and counseling in which teachers might participate.

- Establish and maintain multi-school career guidance curriculum committees for both brainstorming and guidance curriculum development.

- Set up situations where teachers can visit other classrooms (own district or surrounding districts) where career guidance is well established.

- Provide opportunity for teachers to identify various occupations in the local community (local telephone directory) and describe how their subject matter relates to the skills and knowledges needed by workers.

- Conduct local "make it" and "take it" workshops focused on developing career guidance materials to be used in their classrooms.

- Have the librarian and/or audiovisual director meet with teachers by department to examine the resources which could be used for career guidance in their subject-matter areas.

- Create a situation in which the counselor administers tests and other inventories to teachers which are generally given to students. Have the teachers interpret their scores.

- Make available to teachers various newsletters, monographs, and other publications which demonstrate the effectiveness of career guidance practices in the classroom.

Students

The career guidance program personnel are in a prticularly strategic position to capitalize upon the talents of students. Several ways in which students can take an active role in the career guidance program are:

1. Serve on school building or district guidance work committees.

2. Serve as guidance leaders in classroom and nonclassroom settings.

3. Assist in seeking out work experiences for self and others.

4. Participate in community need and resource surveys.

5. Participate in guidance follow-up studies.

6. Assist in the development and operation of career resource centers.

7. Assist in the development of community resource file.

Workable Ideas for Students

- Have students prepare and deliver guidance activity announcements on the school's public address system.

- Have students prepare and present information about various aspects of the career guidance program through the local newspaper, radio, or television stations.

- Have students develop and conduct school and community interviews.

- Have students create and present guidance related skits or plays at the school's assembly programs and at civic and social club meetings.

- Have students organize and conduct guidance related open houses for parents and community members.

- Involve students in various adult staff development programs that relate to mutual roles and responsibilities.

- Have students present interpretations of the school's career development needs assessment results to parents, administrators, and faculty.

- Establish a peer counseling program using students trained by counseling staff.

Parents

Parents should play a vital role in planning the career guidance program. Parents who take full advantage of the information given them by school staff members can:

1. Serve on career guidance program task committees.
2. Serve as resource persons in the school.
3. Assist in providing work experiences for students.
4. Participate in planning and conducting field trips for students.
5. Assist in organizing guidance-related special events in the community.

Workable Ideas for Parents

- Conduct evening sessions for parents to provide them with an overview of career development and career guidance programs.
- Provide the opportunity for parents to observe their children's classes.
- Have parents participate in workshops designed to build knowledge and develop skills required for implementing the career guidance program.
- Conduct parent seminars related to career guidance.
- Send periodic newsletters to parents concerning career guidance activities.
- Make materials related to career guidance available for parent use.
- Encourage parents to make work site visitations.
- Provide situations where parents give leadership to guidance-related activities.

Community Members

Educators and parents must be ready and willing to team up with other community members in planning and implementing career guidance programs. The roles and responsibilities of community members include:

1. Participate in the formulation of career guidance program policies and procedures.
2. Assist in completing various tasks associated with planning and implementing a career guidance program.
3. Act as resource person.
4. Provide work experiences for students.
5. Provide information about current and projected job openings, available training programs, and information related to job characteristics.

Workable Ideas for Community Members

- Conduct open house for community members to learn about the school's career guidance program.
- Visit employers and other community members to explain the career guidance program.
- Send newsletters related to career guidance activities to community members.
- Invite community members to participate in career guidance activities.
- Provide opportunities for community members to review career guidance materials.
- Establish a series of seminars for community members.
- Provide opportunities for community members to make presentations about the career guidance program to community organizations.

Appendix A

CAREER GUIDANCE PROGRAM STAFF COMPETENCIES

Planning

Organize the development of a career guidance committee composed of staff members, students, parents, and community leaders

Communicate about career guidance to the administration.

Know effective public relations techniques.

Convey the concept of career guidance to the community.

Establish commitment of the school and community to the program.

Conduct a meeting.

Design a step-by-step program to reach a goal.

Identify a working definition of career development and career guidance.

Delineate basic principles that underlie career development.

Formulate a rationale for career guidance programs.

Use needs assessment data for developing short and long term comprehensive career guidance program plans.

Know financial requirements for career guidance program delivery.

Maintain liaison with state department offices.

Develop a sound financial management plan for career guidance at the local level.

Provide active leadership.

Obtain policy and budgetary support for career guidance program.

Motivate, work with, and lead professional individuals.

Organize career guidance program within the time, resource, and energy constraints of the district.

Maintain district commitment for career guidance program.

Extend leadership for in-service education.

Understand the purpose of the career guidance program.

Work with both community and educational personnel in leadership and supportive roles.

Provide ongoing in-service programs as needed.

Understand current legal requirements which affect career guidance program planning.

Needs Assessment

Interpret results of needs assessment to staff, parents, students, and community.

Develop clear statements of needs based on data gathered in survey.

Know of available career interest survey instruments.

Identify major goals of career guidance.

Collect needs assessment data.

Tabulate and analyze needs assessment data.

Interpret needs assessment data.

Plan and conduct a comprehensive community survey to assess career guidance needs.

Develop items for needs assessment instrument.

Goals and Objectives

Write measurable objectives for the career guidance program.

Know career guidance goals and objectives.

Know techniques for writing career guidance goals and objectives.

Identify career guidance goals and objectives based on career development concepts.

Develop career guidance objectives in the cognitive and affective domains.

Resource Assessment

Know of various career guidance resources throughout the community and state.

Contact and use resources.

Identify financial resources in a local education agency needed to support a comprehensive career guidance program.

Develop and maintain a community resource file.

Identify resources and/or services available from the community for enriching the career guidance program.

Identify types of facilities needed for a career guidance program.

Evaluating Outcomes

Administer ability, interest, and achievement tests to students.

Know of instruments available for measuring career development.

Design a system to evaluate career guidance objectives.

Report results of evaluation.

Develop questionnaires and other instruments.

Identify the evaluation and feedback procedures that will be used to assess progress.

Use pre- and post-assessment techniques.

Placement

Know of current career opportunities available locally.

Know of career opportunities for women.

Organize and maintain student data in files.

Develop good working relationships with organized placement agencies in the community.

Identify resources and opportunities availability for placement through public and private agencies.

Organize and maintain placement materials so they are usable by students, parents, and staff.

Identify information concerning post-high school job placement and school selection.

Place students in appropriate educational institutions.

Identify careers that require a high school diploma.

Obtain information on employment trends from the local state employment services.

Maintain job resource file.

Maintain rapport with potential employers for students.

Follow-up

Design effective follow-up instruments and procedures.

Determine what types of follow-up data are needed.

Implement a system for the efficient retrieval of follow-up data.

Counseling

Interpret test results to students and parents.

Assist students in the assessment of their own career development needs.

Assist students in planning their own educational and personal programs in relation to their own career choices.

Use individual guidance techniques.

Use group guidance techniques.

Use career materials such as games and kits in career guidance.

Present career options available to students.

Apply skills designed to reduce conflict.

Use human relations skills necessary to assist students with career development.

Know human growth and development processes.

Identify students with special needs and refer to appropriate agency.

Career Guidance Practices

Integrate career guidance activities into the curriculum.

Design and conduct career guidance classroom activities.

Relate course work to students' future life planning.

Select, organize, and classify materials for a career guidance resource center.

Know the existing curriculum within the school.

Develop learner activities that achieve career development objectives.

Identify subject matter concepts commonly taught at each grade level to determine how career development concepts fit with the curriculum.

Teach career development skills to students.

Develop a rationale for infusing career guidance into the curriculum.

Coordinate career guidance curriculum development.

Develop learning activities which infuse career guidance concepts into appropriate levels of curriculum.

Develop a system for working with parents regarding career planning for their children.

Implement parent education activities which focus on the relationship of the home to the career development of the students.

Rural Community Perspectives

Identify and use instruments, strategies, and techniques for instituting programs of attitudes and values expansion for staff, parents, and employers.

Develop broad ranging programs of attitudes and values expansion for staff, parents, and employers based on empirically derived as well as subjectively derived data.

Deal with attitudes and values in a positive way in order to facilitate more satisfying life role assumption for youth.

Analyze their present attitudes towards career guidance.

Know that students become vocationally mature at an early age and that stereotypic thinking on the part of adults may limit the career potential of youth.

Understand the background of ethnic groups as it affects career choice.

Recognize the occupational potential of youth regardless of sex, ethnic background, or socio-economic status.

Help staff broaden their life-role expectations for students.

Assist youth in expanding life-role aspirations.

Know how federal and state laws on sex stereotyping affect career guidance activities.

Understand the economic, sociological, and psychological aspects of the changing nature of work.

Community Relations and Involvement

Involve parents in school career guidance activities.

Involve community members in career activities with students.

Know effective public relations techniques.

Maintain network of communication between school and community.

Use techniques for coordinating school and community resources.

Implement a public relations program.

Serve as liaison person to the community.

Maintain liaison with community groups.

Establish and maintain working relationships with local business, industrial, and labor personnel in developing or improving exploratory work program.

Arrange for and conduct field trips.

Secure support for career guidance program from influential community groups.

Speak at community group meetings to describe career guidance program.

Contact personnel offices to obtain written information about job opportunities.

Appendix B

STAFF DEVELOPMENT QUESTIONNAIRE

1. What skills do you feel you need to develop in order to work effectively in a career guidance program?

   - Methods or techniques for classroom activities
   - Individual and/or group career guidance lesson plans
   - Assessing students', communities', teachers' needs
   - Other

2. What topics do you feel are important to cover an in-service education session for the career guidance program?

   - State and national career guidance models
   - Career guidance materials
   - Career guidance resources
   - Other

3. What techniques do you feel are most valuable for in-service programs?

   - Role playing
   - Small group activities
   - Large group discussions
   - Case studies
   - Other

Appendix C

STAFF SURVEY

The following statements describe possible competencies needed by counselors for a career guidance program. Please respond *twice* for each statement. First, indicate how important the competency is for the career guidance program, and second, indicate how much in-service help you need to develop the competency.

Importance						Need for In-Service				
None	Little	Some	Much	Great		None	Little	Some	Much	Great
1	2	3	4	5	1. Ability to use career materials, such as games and kits, in career guidance.	1	2	3	4	5
1	2	3	4	5	2. Ability to communicate about career guidance program to the administration.	1	2	3	4	5
1	2	3	4	5	3. Knowledge of current career opportunities.	1	2	3	4	5
1	2	3	4	5	4. Ability to help teachers integrate career development into the curriculum.	1	2	3	4	5
1	2	3	4	5	5. Ability to coordinate career guidance programs with curriculum, instruction, and other student personnel services.	1	2	3	4	5
1	2	3	4	5	6. Ability to develop a system for working with parents regarding educational and occupational planning for their children.	1	2	3	4	5
1	2	3	4	5	7. Ability to accurately organize and maintain student data in files.	1	2	3	4	5
1	2	3	4	5	8. Ability to relate appraisal data to the total school instructional program.	1	2	3	4	5
1	2	3	4	5	9. Knowledge of information concerning post-high school job placement and school selection.	1	2	3	4	5
1	2	3	4	5	10. Knowledge of effective public relations techniques.	1	2	3	4	5
1	2	3	4	5	11. Ability to design and conduct classroom career guidance activities.	1	2	3	4	5
1	2	3	4	5	12. Ability to help teachers relate course work to student's future life planning.	1	2	3	4	5

Importance						Need for In-Service				
None	Little	Some	Much	Great		None	Little	Some	Much	Great
1	2	3	4	5	13. Knowledge of instruments available for measuring career development.	1	2	3	4	5
1	2	3	4	5	14. Ability to write measurable objectives for the career guidance program.	1	2	3	4	5
1	2	3	4	5	15. Ability to interpret results of program evaluation to staff, parents, students, and community.	1	2	3	4	5

Adapted from Career Competency Survey, California Pilot Career Guidance Center, San Diego County Department of Education, 1974.

Appendix D

STAFF DEVELOPMENT PLANNING GUIDE

Goal: _____

Objective: _____

Audience	Resources Available	Leader Strategies	Learner Strategies	Resources Needed	Evaluation	Communication & Promotion	Time	Cost

Appendix E

STAFF DEVELOPMENT PROGRAM

(Cover Example)

Roger Combs
Career Development Coordinator
Trimble Local Schools

Agenda Example

CAREER DEVELOPMENT WORKSHOP
TRIMBLE LOCAL SCHOOLS PROGRAM

Theme—"To Make The Best Better"

Purpose—To provide career development orientation for Trimble Local Schools personnel

GENERAL SESSION 9:00–9:45

Welcome—Dr. John Meighan, Tri. Co. Voc. School 9:00–9:10
Career Education 9:10–9:40
Comments and Announcements R.C. 9:40–9:45

After the break all participants will meet in groups in rooms as indicated on name tags.

BREAK (5 minutes to regroup)

SMALL GROUP SESSIONS

Program orientation for each level film and discussion concerning seven developmental areas 9:50–10:25

Motivation (K-6) Room_____
Orientation (7-8) Room_____
Exploration (9-12) Room_____

BREAK (coffee and doughnuts) 10:25–10:40

Orientation to seven developmental areas 10:40–11:15

NITTY GRITTY SESSIONS 11:20–12:00

Brainstorming to prepare lists of activities to provide development in each developmental area

M–1	Room	_____	Facilitator	_____
M–2	Room	_____	Facilitator	_____
M–3	Room	_____	Facilitator	_____
M–4	Room	_____	Facilitator	_____
O–1	Room	_____	Facilitator	_____
O–2	Room	_____	Facilitator	_____
O–3	Room	_____	Facilitator	_____
E–1	Room	_____	Facilitator	_____
E–2	Room	_____	Facilitator	_____
E–3	Room	_____	Facilitator	_____

LUNCH 12:00–1:00

NITTY GRITTY SESSIONS 1:00–2:30

"This is Where It's At"—integrating activities with specific lesson objectives for various subjects 1:00–2:30

MATERIALS DISPLAY 2:30–3:00

Back Cover Design Example

Appendix F

FEEDBACK QUESTIONNAIRE

Directions: This questionnaire is designed to obtain your reactions and suggestions for improving future staff development workshops. Please respond to each item and provide additional comments to explain your answer where necessary.

1. The content of this in-service program was adequate. Yes ☐ No ☐

   Comments:

2. The learning activities helped me achieve the workshop objectives. Yes ☐ No ☐

   Comments:

3. The learning activities were appropriate to the knowledge and skills being taught. Yes ☐ No ☐

   Comments:

4. The workshop leaders were qualified to present the knowledge and skills. Yes ☐ No ☐

   Comments:

5. Sufficient resource materials were available for use. Yes ☐ No ☐

   Comments:

6. The learning activities were logically sequenced. Yes ☐ No ☐

   Comments:

7. The handouts provided useful information. Yes ☐ No ☐

   Comments:

8. I feel I have learned the skills presented. Yes ☐ No ☐

   Comments:

Appendix G

TEACHER SURVEY QUESTIONNAIRE

1. If we can assume that you as a teacher feel that students should become more involved in curriculum planning, would you be willing to support efforts in forming a student curriculum committee? Yes _____ No _____
   Why or Why Not?

2. If a committee of students were to be formed, would you agree to the following: two students from each grade level, the staff development leader, a teacher, and a counselor? Yes _____ No _____
   If no, who would you suggest to be included on the committee?

3. Would you be in favor of the above committee planning a student all day in-service workshop to be held later this year? Yes _____ No _____
   If no, Why?

4. If a student in-service day were planned, would you attend? Yes _____ No _____
   If no, why not?

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CREDIBILITY REVIEW PANEL MEMBERS

This rural school career guidance project represents an effort to build upon the unique strengths of the rural setting and to overcome the problems faced by educators, parents, employers, and students in rural schools and communities. The use of local credibility review panels was designed to provide an assessment of the relevance and feasibility of the ruralized processes and products generated as a result of this project. Individuals representing educators, students, parents, and employers were organized into fifteen review teams across the states of Michigan, Wisconsin, and Ohio. The following individuals gave freely of their time and competencies over a year's period to increase the effectiveness of our efforts.

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